



RISK ASSESSMENT

STUDENT:	DATE: December 2011
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IDENTIFICATION OF BEHAVIOURS THAT PRESENT A RISK

Risk Assessments should identify risks to all staff and others that may be affected by the behaviour. Identify risks to particularly vulnerable staff e.g.: pregnant women, young staff, and women of child-bearing age. The Behaviour Management Programme is intended to eliminate, reduce or manage the identified risks.

TERMINOLOGY

HAZARD = anything with potential to cause harm, including human hazards.

RISK = **LIKELIHOOD** of the harm occurring x **SEVERITY** of harm

SIGNIFICANT RISKS = risks which are likely to occur and be harmful.

CONTROLS = practical ways of managing risks eg:
avoid/substitute/supervise

DESCRIBE THE RISK SITUATION & CURRENT CONTROLS

Summarize who is at risk; tasks; environments; equipment/materials

STAFF and **STUDENTS** are at risk from aggressive behaviour such as hitting, grabbing, scratching, biting, being hit by a thrown object, being hurt by a tipped table and head butting (A)

These risks have occurred in a variety of situations, in school, at home and in the community.

Controls:

Clearly outline expected behaviours

Ignore ... for 3 minutes if he did something wrong (explain to him why he is being ignored and that someone will speak to him after 3 minutes)

Reward with an access to a keyboard after completing his work without hurting anyone during work

Encourage good behaviour

Withdraw access to the keyboard when behaviour isn't good. Explain to ... why he is missing out.

IDENTIFY AND LIST HAZARDS				
What, when, where & Actual/Potential				Risk
Moderate SH	Likely	Hitting	Staff & Students	Actual
Moderate SH	Likely	Scratching	Staff & Students	Actual
Substantial H	Likely	Biting	Staff & Students	Actual
Substantial H	Likely	Throwing Objects	Staff & Students	Actual
Moderate H	Likely	Table Tipping	Staff & Students	Actual
Moderate H	Unlikely	Head Butting	Staff & Students	Actual

WHAT ARE THE RISKS
RISK = LIKELIHOOD x SEVERITY

SEVERITY RATING	EXAMPLES
SLIGHTLY HARMFUL	Superficial injuries; minor cuts and bruises; nuisance and irritation eg: headaches, ill health or injury causing discomfort
HARMFUL	Lacerations; burns; concussion; serious sprain; minor fractures; work related upper limb disorder & neck injury; ill health leading to minor disability e.g: back problems
EXTREMELY HARMFUL	Major fractures; multiple fractures; severely life shortening illnesses; severe neck/back injury. Life threatening injuries.

SEVERITY OF HAZARDS
STAFF: hitting, scratching, biting, grabbing, throwing objects, table tipping- likely-
TOLERABLE/MODERATE
STAFF: head butting- unlikely- MODERATE
STUDENTS: hitting, scratching, biting, grabbing, throwing objects, table tipping- likely- TOLERABLE/MODERATE
STUDENTS: : head butting- unlikely- MODERATE



DECIDE IF THE RISKS ARE TOLERABLE

	Slightly harmful	Harmful	Extremely harmful
Highly unlikely	TRIVIAL	TOLERABLE	MODERATE
Unlikely	TOLERABLE	MODERATE	SUBSTANTIAL
Likely	MODERATE	SUBSTANTIAL	INTOLERABLE

LEVEL OF RISK FOR EACH HAZARD

STAFF: hitting, scratching, biting, grabbing, throwing objects, table tipping- LIKELY- TOLERABLE/MODERATE
STAFF: head butting- UNLIKELY- MODERATE
STUDENTS: hitting, scratching, biting, grabbing, throwing objects, table tipping- LIKELY- TOLERABLE/MODERATE
STUDENTS: : head butting- UNLIKELY- MODERATE

DEVELOP AN ACTION PLAN BASED ON THIS TABLE

RISK LEVEL	ACTION & TIMESCALE
TRIVIAL	No action required – no records need to be kept.
TOLERABLE	No additional controls necessary ie: maintain ordinary good practice in that situation. Monitor controls.
MODERATE	Efforts should be made to reduce risk in a defined period. If consequences are extremely harmful, establish likelihood precisely as a guide for further action.
SUBSTANTIAL	“Work should not be started until the risk has been reduced”. Considerable resources may need to be allocated to reduce risk. “Work in progress” = urgent action to be taken.



INTOLERABLE

Work should not be started or continued until the risk has been reduced. If it is not possible to reduce risk, work remains prohibited.

DEVELOPING THE ACTION PLAN

Complete this form to identify risks

Complete the Functional Analysis of the student's behaviour

Determine the action to be taken: Positive Behaviour Plan and Preventative Guidelines

RECORD

MONITOR

REVIEW